

Standards for Teachers of Bilingual Bicultural Students

STANDARD 1

Teachers of bilingual bicultural students are fluent in two or more languages and understand the processes of language and literacy development and the role they play in students' educational experiences and learning.

Performances

1. The teacher utilizes his/her bilingual/bicultural knowledge of instruction, including the use of the students' native language, to support learning in the content areas and literacy.
2. The teacher designs real life activities that promote student interaction using multilingual resources.
3. The teacher integrates language and content instruction appropriate to the students' stages of second language acquisition.
4. The teacher encourages students to use their first language as a resource to promote academic achievement and English language acquisition.

Knowledge

1. The teacher is knowledgeable about the specific stages of second language acquisition and development.
2. The teacher has knowledge of and distinguishes between social and academic second language functions.
3. The teacher is aware of the importance of teaching and utilizing social and academic language in the appropriate context.
4. The teacher understands the multiplicity of registers, dialects, structures, vocabulary, and idioms of language and their relationships to literacy development.
5. The teacher realizes the key roles of oral, written, and nonverbal communication in literacy development in the native and second language.

Dispositions

1. The teacher values the maintenance of his/her bilingual/biliteracy and bicultural skills.

2. The teacher values linguistic and dialectical differences.
3. The teacher realizes the importance of modifying English language instruction and content-based instruction and of designing appropriate activities.
4. The teacher appreciates the important role of a first language and how it supports and influences the process of learning a new language and literacy development.

STANDARD 2

Teachers of B/B students have cultural competencies in two (2) or more cultures (multicultural) and understand the assistive role these competencies play in student's cultural adaptation, educational experiences and learning.

Performances

1. The teacher uses the diversity within the classroom to provide appreciation of significant aspects of students' cultures (e.g., having open and relevant discussions, treating all students and their families with dignity, using authentic literature that includes a variety of cultures and perspectives). The teacher uses the students' native language(s) and cultural experiences to enrich classroom experiences.
2. The teacher assists students to express diverse views by facilitating open discussion, treating all students with equity and respect, and addressing individual student needs.
3. The teacher uses valid assessments and instructional strategies, which encompass students' cultural and linguistic backgrounds, before considering special education or other kinds of referrals. The teacher employs native language(s) or English when assessing formally or informally.
4. The teacher uses a variety of formal and informal assessment strategies and is aware of cultural influences, i.e., cultural influences on assessment and testing. The teacher employs native language(s) or English when assessing formally or informally.
5. The teacher assists other educators and students in understanding the importance of culture and respect for culturally diverse students.
6. The teacher selects materials and activities that are appropriate and based on his/her knowledge of cultural stages of development. Materials and activities include resources in native language(s) or English.

Knowledge

1. The teacher has knowledge of the various stages of cultural adaptation and acculturation.
2. The teacher understands how culture influences student cognition and learning styles.
3. The teacher is knowledgeable of cultural influences inherent in student assessment.

Dispositions

1. The teacher is committed to learning about significant contributions from students' countries, languages and cultures.
2. The teacher respects the value of diverse cultures.
3. The teacher values the multiplicity of challenges and strengths inherent in the bilingual bicultural environment during the process of cultural adaptation.
4. The teacher values the maintenance of the students' native language(s) and cultures during the process of adaptation to a new culture.

STANDARD 3

Teachers of bilingual bicultural students understand students' cognitive, affective, psychological, social and cultural development and backgrounds to create a supportive learning environment.

Performances

1. The teacher provides language and cultural resources at different proficiency and academic levels so all students are able to learn.
2. The teacher exposes students to multiple learning strategies, including use of native language(s) and/or English, to guide students in how to learn effectively for academic development.
3. The teacher creates learning opportunities where students feel comfortable expressing themselves in ways appropriate for their cultural backgrounds, which includes expression in native language(s) and/or English.
4. The teacher models effective verbal and nonverbal communication strategies in conveying ideas, information, and inquiry and is accepting of different modes of

expression and communication skills. Teachers will communicate in native language(s) and/or English to accommodate students at different stages of development.

5. The teacher actively listens, solicits, supports, and expands learner expression in reading, speaking, writing, and listening skills and in presenting ideas through various modes of expression, which include native language(s) and/or English to accommodate students at different stages of development.

Knowledge

1. The teacher understands the roles of language and culture and their impact on the stages of human development.
2. The teacher recognizes different learning styles and rates of learning of bilingual bicultural students.
3. The teacher understands the impact of external factors that influence development.
4. The teacher understands the cognitive, affective, psychological, social and cultural processes involved in acquiring multiple languages and adapting to various cultures.
5. The teacher understands how the students' norms and values affect performance and cultural adjustment.
6. The teacher understands how to foster students' confidence and to encourage student participation in the academic and social learning environment.

Dispositions

1. The teacher appreciates that students will adapt and acculturate according to their specific circumstances.
2. The teacher appreciates individual variation within each area of development and respects the diverse talents and needs of all learners.

STANDARD 4

Teachers of bilingual bicultural students understand instructional strategies and methods that promote optimal learning.

Performances

1. The teacher introduces new concepts, skills, and grammatical structures in a developmentally appropriate manner.
2. The teacher designs and uses hands-on learning experiences to engage each bilingual bicultural student and other language learners and effectively uses instructional resources that facilitate those experiences, which may include resources in students' native language(s) or English.
3. The teacher uses realia, technology, media, interactive video, music, and other learning resources to facilitate learning, including resources that reflect the students' linguistic and cultural backgrounds.
4. The teacher provides opportunities to practice with key concepts, vocabulary, and text structure in the content areas being studied, which include opportunities in multiple languages.
5. The teacher models and/or demonstrates appropriate verbal, nonverbal, and written communication skills and tailors language to meet the needs of bilingual bicultural students and other language learners.
6. The teacher uses communicative approaches that lead to interactive practice within authentic contexts. This includes use of students' native language(s) or English.
7. The teacher designs effective lessons and activities to develop critical thinking skills, meta-cognitive strategies, vocabulary, and knowledge of text structure. This includes use of multiple language backgrounds.
8. The teacher utilizes the students' prior knowledge to construct meaning and provides experiences to enrich their base. This includes use of students' native language(s) or English.
9. The teacher, when possible, integrates subject matter across content areas. Students' native language(s) or English will be used to facilitate mastery of content area subject matter.
10. The teacher pre-teaches key subject matter concepts and vocabulary to make content comprehensible. This includes use of students' native language(s) or English.

Knowledge

1. The teacher has a working knowledge of reading and writing processes, use of literature in the classroom, standard pronunciation, English language structure and effective listening skills. The teacher of bilingual bicultural students has fluency in English and at least one other language.
2. The teacher understands various strategies, approaches, learning styles, intelligences and cultural influences that facilitate learning.
3. The teacher knows how to integrate subject matter across content areas using native language(s) or English.
4. The teacher is aware of the role of the bilingual bicultural students' and other language learners' prior knowledge and knows how to build on that knowledge base to make the input more comprehensible.

Dispositions

1. The teacher values students' various learning styles and intelligences.
2. The teacher is committed to using a variety of teaching strategies and approaches that maintain the integrity of both languages and cultures.
3. The teacher supports the integration of native language(s) and English with subject matter across content areas.
4. The teacher values the students' native languages and cultures by encouraging the development of meaningful communication across languages.
5. The teacher is committed to developing a context-rich environment, where the teaching of learning strategies and student involvement in his/her own learning is promoted.
6. The teacher realizes the importance of modifying English and content-based instruction and of designing appropriate activities.
7. The teacher appreciates the important role of a first language and how it interacts with and influences the process of learning a new language.

STANDARD 5

Teachers of bilingual bicultural students collaborate effectively with ENL/ESL and content area teachers and others within the school community to maximize student learning through the use of the students' primary language and culture.

Performances

1. The teacher requests assistance from appropriate school service personnel as necessary.
2. The teacher communicates knowledge of how to facilitate instruction for bilingual bicultural students and other language learners with other educators.
3. The teacher seeks guidance and key content information from colleagues in order to plan effective lessons for the bilingual bicultural students or other language learners.
4. The teacher works together with content area teachers to pre-teach key academic vocabulary and subject matter concepts to provide the foundation for effective student participation within the regular classroom.
5. The teacher serves as an advocate on behalf of bilingual bicultural students within the school community.

Knowledge

1. The teacher is aware of the benefits of collaborating with peers in providing bilingual bicultural students and other language learners with meaningful curriculum.
2. The teacher knows how to facilitate learning for the bilingual bicultural students and other language learners and can communicate that knowledge with other educators and parents.

Dispositions

1. The teacher values the areas of expertise of other school professionals to enhance student learning and consults as needed.
2. The teacher values ongoing open communication between the ENL/ESL teacher and the bilingual bicultural teacher, the content area teachers, parents, and other educators.

3. The teacher recognizes the need to provide additional information to other school professionals about students' particular learning abilities/needs to positively affect learning.

STANDARD 6

Teachers of bilingual bicultural students are able to effectively use formal and informal methods of assessment that may include native language assessment, to evaluate learners.

Performances

1. The teacher utilizes various kinds of assessment as tools to gain knowledge of the bilingual bicultural students' and other language learners' abilities. These tools will be administered in native language(s) or English.
2. The teacher guides students in use of self-assessment strategies.
3. The teacher teaches effective test-taking skills.
4. The teacher selects assessments that are suited to the bilingual bicultural students' and other language learners' culture, to literacy and communication skills, and to practical and academic needs.
5. The teacher provides assessment experiences to encourage independent thinking and inquiry.
6. The teacher communicates effectively with parents about placement and student progress.
7. The teacher uses a combination of observation and other assessments to make decisions about student placement.
8. The teacher selects and reviews materials and assessments that avoid cultural and linguistic bias to make decisions about student placement.
9. The teacher uses assessment results to modify instruction and curriculum.
10. The teacher selects and reviews materials and assessments that avoid cultural and linguistic bias.

Knowledge

1. The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments.

2. The teacher understands a variety of assessment and observation techniques including formal, portfolio, and alternatives to measure student academic growth.
3. The teacher understands how to select, construct, communicate, and effectively apply assessment and observation strategies as they align with curriculum standards, goals, and instruction.
4. The teacher understands performance assessment.
5. The teacher understands curriculum evaluation as it pertains to student needs, and understands the roles of formative and summative assessments in instruction.
6. The teacher understands the importance of instructional modifications as they relate to student learning styles, levels of development, and needs.
7. The teacher understands and values cultural differences in assessment practices.
8. The teacher understands and is aware of proper placement procedures for general education, special education and gifted and talented students.
9. The teacher understands state and federal guidelines and rules as they apply to standardized testing of the bilingual bicultural students and other language learners.

Dispositions

1. The teacher recognizes the role of assessment in the successful development and application of curriculum.
2. The teacher recognizes and understands that students learn at different rates and at varying levels of complexity.
3. The teacher values the variety of ways to identify and to communicate student strengths and knowledge.
4. The teacher is aware of variations in student progress, which may be related to cultural and linguistic differences.
5. The teacher recognizes the benefit of using the native languages in assessment.
6. The teacher recognizes there may be cultural and linguistic biases in the assessment process and instruments.

STANDARD 7

Teachers of bilingual bicultural students are reflective practitioners who actively seek opportunities for professional development.

Performances

1. The teacher continuously examines, evaluates, and modifies and expands his/her practice for improvement.
2. The teacher participates in and shares knowledge from seminars, research, workshops, courses and conferences (local, regional, national and/or international) relative to bilingual/bicultural issues to promote professional growth.
3. The teacher actively maintains current knowledge in bilingual/bicultural education and regularly networks and mentors with colleagues in the field.

Knowledge

1. The teacher understands current issues and trends in the field of bilingual/bicultural education.
2. The teacher is knowledgeable about resources available to grow professionally in the bilingual/bicultural area, as well as in his/her second/foreign language.
3. The teacher understands the importance and role of reflective practice and self-evaluation in professional growth.
4. The teacher understands the importance and role of mentoring colleagues on bilingual/bicultural approaches and issues.

Dispositions

1. The teacher values reflection, self-assessment, and self-directed learning as an on-going process.
2. The teacher is committed to activities that promote professional development in the bilingual/bicultural area.
3. The teacher values his/her continuing development as a bilingual/bicultural educator who selects appropriate practices for him/herself and colleagues based on research found in professional publications and other scholarly works.
4. The teacher values networking and mentoring with colleagues on bilingual, bicultural issues.

STANDARD 8

Teachers of bilingual bicultural students are cross-cultural communicators who promote acceptance and understanding of culture and language diversity in the home, the community and in the school.

Performances

1. The teacher functions as a cross-cultural intermediary who facilitates the exchange of knowledge between the home and the school. (Moved from 6th position to 1st position.)
2. The teacher supports and provides opportunities for students of diverse cultural and language backgrounds to become involved in the social, academic, and extended activities within the school community.
3. The teacher supports learning in the home by providing and incorporating school based materials and culturally relevant resources to promote active learning in the family environment. This may include resources in the native language and/or English.
4. The teacher uses knowledge of community resources to create networks of community support to promote cross-cultural communication and acceptance.
5. The teacher promotes acceptance of cultural and language diversity in the school and community through participation and organization of cultural activities. (e.g. informational presentations that include students, family and community).
6. The teacher conveys educational information, including knowledge about community resources, to the families and other educators of bilingual/bicultural students in an understandable format.

Knowledge

1. The teacher has knowledge of his/her role as a cross-cultural communicator.
2. The teacher has knowledge about culturally diverse family units and how to work with them.
3. The teacher has knowledge about community based support services and how to utilize the services for the benefit of his/her students and families.
4. The teacher has knowledge of academic, social, and affective needs of bilingual/bicultural students, their families and their community.

Dispositions

1. The teacher values his/her role as a cross-cultural communicator.
2. The teacher values the students' language and culture.
3. The teacher values parental involvement in students' education in the home, the community and the school.
4. The teacher respects diversity in the home, the community and the school.